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ABSTRACT

The document presents an overview of the different career opportunities which exist in the student development profession at the college level. The different aspects of involvement in a complex educational setting, such as the college or university, are presented with a discussion of the consulting, administering, and instructing functions of student development. Aspects of personalizing education, qualifications of a student development practitioner, development of the profession, compensation, and means of advancement are also covered. The different positions available in the student development field include: (1) administrators of student development, (2) admissions and records officers, (3) career planning and placement officers, (4) college student housing, (5) counseling, (6) student activities, (7) student financial aid, (8) student union staff, and (9) special programs. A list of institutions providing preparation programs (inservice and preservice), a list of references, and a brief description of the Council of Student Personnel Associations in Higher Education are included. (EC)

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Interested in working with students in post-secondary education?

Consider the

COLLEGE STUDENT DEVELOPMENT PROFESSION

FEB 12 1976

Prepare for careers in student personnel activities, counseling, and administration

U.S. DEPARTMENT OF HEALTH EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

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POST-SECONDARY EDUCATION—THE SETTING

Today, higher education faces a future unlike that of the recent past which included burgeoning enrollments and budgets, with the former doubling every 14 years. This profound "growth" for post-secondary education has now leveled off. However, access to post-secondary education continues to grow.

Post-secondary education in our democratic, pluralistic society takes many forms to serve the very broad spectrum of persons now seeking its benefits. Most traditional of the forms is the university*, one of the most complex structures in modern society. The university has three basic missions: teaching, research, and public service. All those associated with post-secondary education are directed toward its most primary goal of positively influencing each student's *full development*, whether the student is enrolled for one course or many, at the age of 17 or 71.

STUDENT DEVELOPMENT—BASIC ASSUMPTIONS

To positively influence each student's *full development* (continuing education), student development makes several basic assumptions. It assumes that all human beings express their life goal as becoming free, liberated, self-directed, and that they seek it through a process variously called self-actualization, maturation, ego-integration, full-functioning, or behavioral development. The student development specialist believes that the potential for development and self-direction is possessed by everyone, and education is a way of assisting the development of this potential. The student development specialist also believes that acceptance and understanding of persons as they are is essential; and since human potential cannot be adequately measured, the assumption that a person possesses immeasurable potential will best aid development. The ideal role of the student development specialist is considered to be pro-active rather than reactive. Programs and policies are proposed to influence student growth positively rather than to wait for problems until they require

**The term "university," whenever it is used, includes all 2-and 4-year colleges.*

remedial and corrective action. Further, students are viewed as collaborators with faculty, staff, and other students in the process of their learning and growing.

STUDENT DEVELOPMENT FUNCTIONS

To aid learning and growing, three interrelated and overlapping functions provide student development resources for each student: consulting, administering, and instructing. A student development specialist performs one or more of the functions in the course of fulfilling his/her job responsibility.

The *consulting* function includes working with students and other resource personnel, both inside and outside the institution, to help provide the necessary physical, social, financial, and intellectual resources for student development. The counseling center is an example of a setting for consulting with students. This function is based on the premise that the student has personal responsibility for his/her individual development. The consultant helps the individual focus on relationships which foster self-growth and achievement, and which encourage increased personal initiative, involvement, and responsibility for further progress. Professional competence to counsel, consult, intervene, and collaborate with individuals and groups is essential. In this function, the concept of "becoming" is an essential aspect of personal satisfaction and fulfillment.

The *administering* function is based on the premise that a systematic approach to human relationships best promotes students' continuous growth. The Vice President for Student Personnel/Student Development/Student Affairs functions as an administrator a major part of the time. This function is effected through an organization which emphasizes coordination, communication, supportive services, and policies which are established and maintained through the professional competencies of the administrator, whose commitment is made primarily to the educational goals of the institution. Typical administering concerns involve clear definition of rights and responsibilities, staff development, the means of accountability, and program development in collaboration with other major educational divisions of the institution. Effective and efficient achievement of these goals and the concept of

"doing" are essential to the movement toward continuous development.

The *instructing* function emphasizes exploration of knowledge and integration of experience as the primary means by which the student moves toward full development. Knowledge is gained through investigation, research, and experience, and it is disseminated through various forms of teaching-learning, both inside and outside the traditional classroom. A course in personal development and career planning illustrates this function. Academic competencies, including the ability to teach, to learn, and do research are elements of the instructing function which include the interdisciplinary approach and applied field of student development. In this function, "knowing" oneself and one's environment is valued as the basis for movement toward continuous development for students.

HUMANIZING AND PERSONALIZING EDUCATION

As colleges and universities have increased in size and complexity, as faculty and staff have faced greater demands on their time and capabilities, and as student populations have grown larger and considerably more heterogeneous, the challenge of making the college experience personally rewarding also has increased. Whether instructing, consulting, or administering, the student development specialist shares responsibility for humanizing and personalizing each student's higher education. Recognizing that students' problems are often inseparable from institutional problems, he/she may take "risks," as an advocate, to help change the students' institutional environment; or to initiate or collaborate with others in bringing necessary change, whenever the environment impedes growth and learning.

To help individualize each student's experience, the student development specialist applies caring qualities together with his/her special competencies in a multi-process of: assessing each student's goals; assessing development and learning resources; identifying and selecting learning resources which match a student's needs and status; reassessing a student's status and evaluating the prescribed programs. The student is involved collaboratively to the greatest possible extent in this

multi-process. The student development specialist is a partner with the teaching specialist in seeking ways to achieve the goals of the institution.

QUALIFICATIONS

What does it take to become a student development practitioner. There is not one single and complete answer to that question, but six basic requirements are listed below:

1. Maintain a high level of self-development.
2. Identify, understand, make commitment to, and apply the purposes and assumptions underlying student development.
3. Acquire, hold, and enrich values, attitudes, knowledge, and skills to effectively collaborate with others, in their self-development and in the growth and maintenance of a worthwhile community.
4. Know the major elements of the three student development functions and have skills and attitudes to implement one or more of them.
5. Build student development competencies in the categories of assessment, goal-setting, and change-processes.
6. Have the motivation to work with individuals, groups, and organizations with application of high-level competencies.

DEVELOPMENT OF THE PROFESSION

Some aspects of the college student development field are as old as post-secondary education itself. Various influences have contributed to its comparatively recent evolvement as a distinctly integral part of the educational process. The emergence of psychological testing, the mental health movement, the development of the concepts of career planning and counseling, along with various contemporary societal pressures, all serve to expand and strengthen the evolving concept of this field.

Contemporary events have influenced the more than 40,000 people currently engaged in full or part-time student development work in post-secondary education. It would appear that job opportunities in the field will stabilize during

the late 1970's, with the exception of increased opportunities in two-year colleges, proprietary schools, and community service agencies. For a field that included only a few deans and registrars in 1900, the increased number of positions has been phenomenal. Today, those who wish to prepare for a career in the student development field can choose from widely diversified educational preparation programs at both the master's and doctoral levels. Institutions with such preparation programs are located throughout the country. Scholarships and fellowships are usually available in varying amounts at the institutions concerned.

The emphasis given here on the student development field should not in any way imply that teaching faculty are not also engaged in many facets of student development activity. In fact, bridging the gaps between student development specialists and teaching specialists is a primary concern and effort.

COMPENSATION

Salaries vary considerably from institution to institution. Student development specialists are usually paid on a 10- or 12-month basis and participate in the retirement, group insurance, sabbatical, and other benefits accorded the staff of the institution. Some may have faculty rank and may elect to do part-time classroom teaching. Entering-level positions in 1974 paid about $8,500 and up for ten months, while a number of top-level administrators with the title Vice President or Dean were in the $30,000 to $40,000 salary range for 12 months. Many positions in housing provide additional compensation in the form of room and board. Compensation grows with the assumption of increasing responsibility.

HOW ONE ADVANCES

Student development specialists may enter the profession in a variety of ways. Opportunities exist for residence hall counselors and assistants in student activities, vocational or career counseling and placement, student financial aid, admissions, minority affairs, and in central administrative offices. Advancement generally comes by assuming increasing responsibilities in a specialized area or by accepting broader responsibilities for the administration of several areas. More

rapid advancement is achieved by those who, in addition to gaining professional experience, qualify themselves by further graduate study. Chief administrative posts are increasingly offered to those who hold advanced degrees and have had considerable post-secondary experience.

KINDS OF POSITIONS

Larger colleges and universities divide student development functions into highly specialized assignments and build staffs in each specific area. In many smaller two-year and four-year colleges, however, a few people may be responsible for the entire student development program. New functions develop as institutions increase in size and change in nature. For example, external degree programs, universities without walls, and continuing education contribute to the number and variety of positions available.

The areas of professional specialization described on the following pages are some of those in which qualified persons are placed. It is assumed that the master's degree will be required for an entry-level position unless exceptions are noted in the text.

Administrators of Student Development

The chief administrator of an institution's student development program is most commonly known as the vice president for student affairs or the dean of students. Major administrative functions include providing creative leadership to the student development area and coordinating the programs described on the preceding pages. Included in the leadership role is the responsibility for frequent evaluation of the total impact of the student development program to ensure that it is in keeping with the changing needs of the students and with the institution's objectives. In addition, he/she assists the president and other key officials in developing institutional policies and goals, and has responsibility for staff selection and training for fiscal projection and planning.

Responsibility is also taken for the development of proposals for funding new and creative programs designed to enhance student life. Data are made available on student and

institutional characteristics for purposes of long-term policy decisions and program development.

The chief student development officer is usually assisted by associate deans responsible for specific student programs. Although these deans have a number of administrative duties, most of their time is spent working directly with students, individually or in groups. Depending on the type of campus, they may have responsibility for student activities, including student organizations, student conduct, student life in residence halls, commuter students, and minority affairs.

Preparation for these positions usually includes one or more advanced degrees and prior experience in a student development specialty. In an increasing number of colleges and universities the doctorate is required.

Admissions and Records

The functions performed by officers of admissions and records are varied and numerous. Some institutions have a single office of admissions and records, while some have separate offices. Titles vary from Admissions Officer, Registrar, Director of Admissions and Records, and Dean of Admissions and Records, to a title such as Vice President for Admissions and Records.

Presently in institutions ranging from the community two-year college to the multiversity, the role of the registrar and admissions officer is expanding. The major responsibilities of the office include: (a) aiding prospective students in matching their educational needs, interests, and qualifications with the offerings, opportunities, and standards of the college; (b) maintaining the academic records of these students; and (c) providing timely and accurate data for communication, both within the college and between the college and its constituency. Sometimes the Office of Admissions and Records has responsibility for such things as student financial aid, class scheduling, publishing the catalogue, and institutional research.

The registrar and admissions officer today is usually active in top-level decision-making in administrative and educational policy areas, such as long-range planning, academic standards, enrollment projections, and student recruitment.

In order to carry out the usual duties, the registrar and admissions officer needs to be a specialist in or familiar with data processing, personnel and office management, counseling and guidance, comparative education, institutional research, public relations, budgeting, accreditation standards, space utilization, curriculum content and planning, and state and federal data requirements. The requirement for employment as a registrar and/or chief admissions officer is usually a master's degree, at the minimum.

Career Planning and Placement

The role of career planning and placement has gained great importance and attention, with the professional placement counselor playing an important part in the total education process. The placement counselor offers students and alumni guidance and information so that each individual may evaluate strengths and weaknesses and select the area of career interest which best provides for personal growth and self-realization. The individual in this role is a counselor, personnel specialist, administrator, and consultant. Since the emphasis is on career planning, the bringing together of student and employer in the interview room is merely one of the final steps in the process. He/she must be a good administrator with ability and knowledge to work harmoniously with students, faculty, administrators, and employers. The career planning and placement officer must keep abreast of changes in both education and the world of work, because of the dynamic and developmental nature of the populations served.

Many of the curricular offerings in occupational guidance, personnel psychology, testing, marketing, market research, and career education are relevant to career planning and placement. Experience in a business, industrial, or college setting also enriches preparation for positions in career planning and placement.

College Student Housing

With the rapid growth of college populations also came a striking growth in colleges' physical facilities, including student housing on and off the campus. Generally the very existence of housing on a campus rests on educational bases—academic residential colleges, living-learning centers

and environments, and intentional student development centers are terms that may be used to describe such housing. Ordinarily student housing facilities, organizations, staff, and programs are designed to bring together the academic with the student's out-of-class, community living-learning experiences. Usually, student housing takes many different forms to accommodate student differences, allowing for much student choice and access to many different kinds of groups and experiences.

With student development as a primary underlying purpose, college student housing involves four basic, overlapping work areas: business, education, food, and physical plant. Within a large and complex organization there might be a business manager, educational programs coordinator, food manager, and physical plant director. A smaller and less complex system is likely to have these functions blended together into one or more work roles.

To educationally prepare for the above work areas it is necessary to focus on five basic "knowledge" areas: administration, business, food, human behavior, and physical environment. The successful chief housing officer will be knowledgeable and experienced in all the areas.

For persons with a career commitment and appropriate preparation, college student housing does offer significant career opportunities. Importantly, it offers a relatively large number of entry-level work opportunities to prepare for such a career. It is very common for student development leaders to receive their first full-time work experiences while living and working in college student housing. At the entry level, the primary work area is education with some involvement in the business work area; and, at most colleges, these experiences are a compliment to the graduate student experience at the master's or doctoral degree level.

Counseling

Counseling and testing centers maintained by many colleges and universities afford educational, vocational/career, and personal counseling on a voluntary basis to help the student acquire self-understanding, relate effectively to the environment, make personal decisions, and take responsibility for individual actions. Counseling may be provided on an

individual basis and in group settings. A confidential relationship is maintained between the counselor and counselee. A counseling and testing center is open to all students who seek its services—those who request aid in accomplishing their development tasks and those who seek remedial help. Counselors frequently make referrals to and work cooperatively with a variety of agencies, both within the institution and in the community.

A counseling and testing center usually maintains a library of educational, occupational, and other informational materials, and provides testing as an aid to the counseling process. The center may assist with admissions, selection, and academic placement. Counseling and testing staff members may teach in the area of their academic specialty, serve as consultants, and engage in research. Many centers provide supervised experience for counselors in training and in-service education for other staff persons and student assistants. Counselors may be involved in meeting the changing needs of students. In recent years many have participated in marriage counseling, sex and drug education, and in other special programs. Counselors often give input to administrative deliberations about the environment of the institution and actively promote an atmosphere of positive mental health and human development.

A master's degree in counseling and guidance, personnel, psychology, or social work is required for positions in professional counseling or psychometry. Persons planning to do therapeutic work or aspiring to top administrative positions in counseling should have their doctorate.

Student Activities

The student development educator in student activities has responsibility for working with leaders and members of proposed and established student organizations, particularly with student government. He/she is a resource for student groups to use in planning, implementing, and evaluating their activities. Frequent contact is made with students, faculty, and other staff members of the institution as well as with alumni and community organization representatives. Communication and cooperation is encouraged and facilitated

among these groups to effect coordination in student programs. Other typical functions of a student activities staff include leadership education, training workshops, consultation with students in the area of institutional policies and procedures, research pertinent to student life, and involvement in new student orientation. A new emphasis on administering service projects in the community is emerging. The administrative component is becoming a particularly significant part of student activities work.

The student activities staff member should have a broad knowledge of the social and behavioral sciences and specialized graduate education in student development work. Also, it is useful to have participated in campus activities as a student.

Student Financial Aid

A financial aid staff member assists students with problems in financing their higher education. A staff member must know the increasing variety and amounts of available aid in order to counsel students and parents on finances. He/she works closely with student development deans, with admissions, placement, counseling, academic and business administration offices. In addition, he/she relates to faculty and alumni and to groups and agencies offering scholarships, loans, grants, and student employment.

A financial aid administrator's training and experience should enable him/her to understand students' fiscal management and principles of student development. Such specific skills as interviewing and the analysis of students' financial resources are essential in order to determine the amount and kinds of financial aid required. In addition, he/she must keep abreast of the changing provisions and requirements to federal, state, and local programs and be able to prepare the required applications and reports for various offices and agencies which provide funds. A master's degree in business or college student personnel is suggested for a staff member in Student Financial Aid.

Student Unions

The college union is usually conceived as the campus community center which provides not only the facilities and

services needed for living on campus but also cultural, social, and recreational programs which enhance the educational experience of students. The college union field is one of the fastest growing professions in higher education. More than 900 colleges and universities in Canada and the United States now have unions.

College union staff members consult and work with students to provide a comprehensive program to develop student leadership. The program may embrace the areas of art, music, literature, films, recreation, social events, leadership development, lectures and discussions on current issues, and group interaction opportunities.

College union staff members also direct the operation of the physical facilities of the union building. Employee supervision and development, fiscal planning, building maintenance, campus-community relations, and facility planning are typical management functions. Part of the work of some union administrators is direction of such operations as food services, recreation areas, the bookstore, guest rooms, conference facilities, theaters, and craft shops.

Liberal arts, business administration, recreation, education, and/or food and institutional management provide good background for a person desiring college union work. A graduate degree in student personnel, business, social science, or recreation is desirable preparation for a union career. Several master's degree programs are now being offered in college union work.

Special Programs

The following programs and offices are often related and/or responsible to the student development officer:

Affirmative Action—Advise college community in regard to hiring and promotion of women and minorities. Represent the institution to appropriate outside agencies.

Community Relations (field experience)—Plan cooperative programs with external organizations and agencies. Organize practicum opportunities related to the student's major field. Assist in evaluating life experiences for purpose of awarding college credit.

Crisis Intervention —Arrange for resource and walk-in centers to provide information and/or assistance to students about sex, alcohol, and drugs.

Women's Programs —Provide individual and group life-planning and career counseling for all women. Act as liaison between the institution and women who seek to take advantage of learning opportunities.

Educational Opportunity Programs —Bring together academic assistance through the use of tutors, peer counselors, and special academic courses designed for students who have inadequate educational backgrounds.

Religious Program Coordinator —Serve as channel of communication between the college and the religious groups. Assist the efforts of the responsible religious groups as they seek to minister to students and faculty.

Volunteer Program Services —Coordinate the efforts on the part of the student and faculty to respond to various needs in larger community, e.g., work with prisoners, assist in poverty areas, send task forces to disaster areas.

Orientation —Plan and administer events which introduce new students to the college community. Organize summer orientation programs, programs for transfer students, parent orientation, and special orientation for the older student.

Minority Student Affairs—Identify campus resources that can be used to assist students of culturally different backgrounds. Provide leadership for a campus to recognize appropriately the contributions of minority groups.

Foreign Student Advisement —The foreign student advisor administers and coordinates many of the services which are crucial in insuring a successful academic and social experience for students from other countries. The foreign student advisor usually assists with foreign student admissions, placement, orientation, financial aid, housing, program of English as a second language, academic advising, personal counseling, student-community relationships, alumni rela-

tions, and pre-departure orientation. The international dimension of student development/student personnel work is advanced by serving as an advisor to student organizations, including international associations and nationality groups, and to American students interested in study, educational travel, work, or service projects abroad. The field of foreign student advising offers unique opportunities to provide leadership in cross-cultural learning experiences involving both American and foreign students. The FSA usually is the institutional liaison to major educational exchange agencies, national and international government offices, and, in the interests of furthering international education, is called upon to serve as an international officer of the college or university.

Some of these areas have been part of the student development division for several years and others are recent additions. Entrants into these areas of responsibility have no single pattern. Many people related to these special program functions have years of training and a great deal of experience in one or more of the special fields, while others have generalized student-development training and experience.

Some of the functions described above have professional associations, conferences, and meetings. Opportunities in these special program areas differ widely and, more often than not, depend on the interest of the administrators as well as the training of personnel already available at the institution.

PREPARATION PROGRAMS—IN-SERVICE AND PRE-SERVICE

This brochure's intention is to give an overview of the various career possibilities in the student development profession. The members of the profession on each campus are a primary resource for additional information. They will be able to discuss, in detail, academic preparation programs and employment opportunities.

The diversity of preparation programs and span of functions makes it possible for a wide variety of personalities to be accommodated in this profession.

The American College Personnel Association periodically issues a directory of preparation programs. Information about

this directory is available from the President of ACPA or the Chairman of Commission XII—Professional Education of Student Personnel Workers in Higher Education. The names and addresses of these persons are available in the Journal of College Student Personnel. This directory provides information about curricular emphases in the various programs throughout the country as well as about financial assistance, which varies from institution to institution.

A direct contact should be made with one or more of the institutions providing professional training three to six months before you are planning to enroll. The following professional associations in higher education are excellent sources of information:

American Association of Collegiate Registrars
and Admissions Officers
One Dupont Circle
Washington, DC 20036

American Association of Community and Junior Colleges
One Dupont Circle
Washington, DC 20036

American Association of Higher Education
One Dupont Circle
Washington, DC 20036

American College Personnel Association
1607 New Hampshire Avenue, N.W.
Washington, DC 20009

Association for School, College, and
University Staffing
Box 2151
Madison, Wisconsin 53701

Association for the Coordination of University
Religious Affairs (ACURA)
Jon Dalton
120 Student Center
University of Kentucky
Lexington, Kentucky 40506

Association of College and University
Housing Officers, William M. Klepper,
Journal Editor, Trenton State College
Trenton, New Jersey 08625

Association of College Unions-International
Box 7286
Stanford, California 94305

College Placement Council
P.O. Box 2263
Bethlehem, Pennsylvania 18001

College Student Personnel Institute
165 10th Street
Claremont, California 91711

Conference of Jesuit Student Personnel
Administrators, Dr. James Scott, President
615 11th Street, Marquette University
Milwaukee, Wisconsin 53233

National Association for Foreign Student Affairs
1860 19th Street, N.W.
Washington, DC 20009

National Association of College Admissions Counselors
801 Davis Street
Evanston, Illinois 60201

National Association of Student Financial
Aid Administrators
910 17th Street, N.W. Suite 228
Washington, DC 20086

National Association of Women Deans,
Administrators and Counselors
1201 16th Street, N.W.
Washington, DC 10026

National Association of Student Personnel
Administrators
P.O. Box 751
Portland, Oregon 97207

Future questions about inter-associational activities may be directed to:

Commission on Professional Education of Student
Personnel Workers in Higher Education
c/o APGA Headquarters
1607 New Hampshire Ave., N.W.
Washington, DC 20009

The first edition of this brochure, published in 1969, was prepared under the direction of the Commission on Professional Development of COSPA, Ivan Putman, Jr., Chairman. This was revised by Patricia Thrash, Robert Page, and Raymond Stockard, with Warren Kauffman serving as editor. The current edition was revised by the 1973-74 Commission on Professional Development of COSPA, Gerald Saddlemire, Chairman.

Additional copies of this brochure may be purchased for 50 cents by writing:

Gerald L. Saddlemire, Chairman
College Student Personnel Department
Room 318 Education
Bowling Green State University
Bowling Green, Ohio 43403

REFERENCES

Further understanding of student personnel/student development work will result from examining the following books. These books discuss the philosophy and the functions central to the profession.

1. Fitzgerald, Laurine E.; Johnson, Walter F.; and Norris, Willa (eds.). *College Student Personnel: Readings and Bibliographies*. Boston: Houghton Mifflin Company, 1970.
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3. Mueller, Kate H. *Student Personnel Work in Higher Education*. Boston: Houghton Mifflin Company, 1961.
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6. Harrington, Thomas F. *Student Personnel Work in Urban Colleges*. New York: Intext Educational Publishers, 1974.
7. Herron, Orley R. *New Dimensions in Student Personnel Administration*. Pennsylvania: International Textbook Company, 1970.
8. Brown, Robert D. *Student Development in Tomorrow's Higher Education—A Return to the Academy*. Student Personnel Series No. 15. American College Personnel Association, Washington, DC, 1972.
9. O'Banion, Terry; and Thurston, Alice (eds.). *Student Development Programs in the Community Junior College*. New Jersey: Prentice-Hall, Inc., 1972.

ACPA Monographs discuss several of the student personnel functions. For a complete listing of titles and information about ordering, write to APGA Publications Sales, 1607 New Hampshire Avenue, N.W., Washington, DC 20009.

The COSPA Commission on Professional Development statement, *Student Development Services in Higher Education*, is useful for those who seek information about the philosophy of the profession and suggested curriculum for preparation programs for those who enter the profession.

COSPA—THE ORGANIZATION

Concurrent with authorizing a revision of this booklet, COSPA is planning a change in its structure whereby it will continue as an informal mechanism for communication but

with few, if any, standing committees and commissions. The background of COSPA is best explained by the following material taken from the preceding edition of this career booklet:

WHAT IS COSPA?

"The Council of Student Personnel Associations in Higher Education is a council of national professional student personnel associations in higher education which share common objectives in the area of college student personnel work.

WHAT ARE COSPA'S PURPOSES?

"The purposes of COSPA are to bring together professional associations concerned with student personnel work in order to identify their common objectives, to work cooperatively in the areas of their common concerns, to clarify the role of student personnel work in higher education, and to communicate and interpret its significance to all who are interested in students and their education.

"The principal aims of COSPA are to provide a means by which member associations may exchange information and ideas for their mutual benefit; to develop and encourage study commissions pertinent to the interest of the member associations; to provide a means for promoting the professional development of the members of student personnel associations; to promote and actively support sound policies in student personnel administration; and to represent the member associations to the appropriate educational organizations, governmental agencies, and elsewhere when such representation may be useful."